Developing Arizona's State Systemic Improvement Plan (SSIP)

Improving outcomes for all students

Results-Driven Accountability RDA

O A federal and state effort to shift the focus from primarily legal compliance to improving academic results for students with disabilities

O Emphasizes:

   O Closing the academic achievement gap between students with and without disabilities

   O Student outcomes

      O Performance on assessments

      O Graduation rates

      O Early childhood outcomes

Why Shift?

O Although the level of compliance with IDEA timelines and procedures is high and has been maintained at a high level for many years . . . academic outcomes for students with disabilities has remained stagnant, thereby widening the instructional gap.
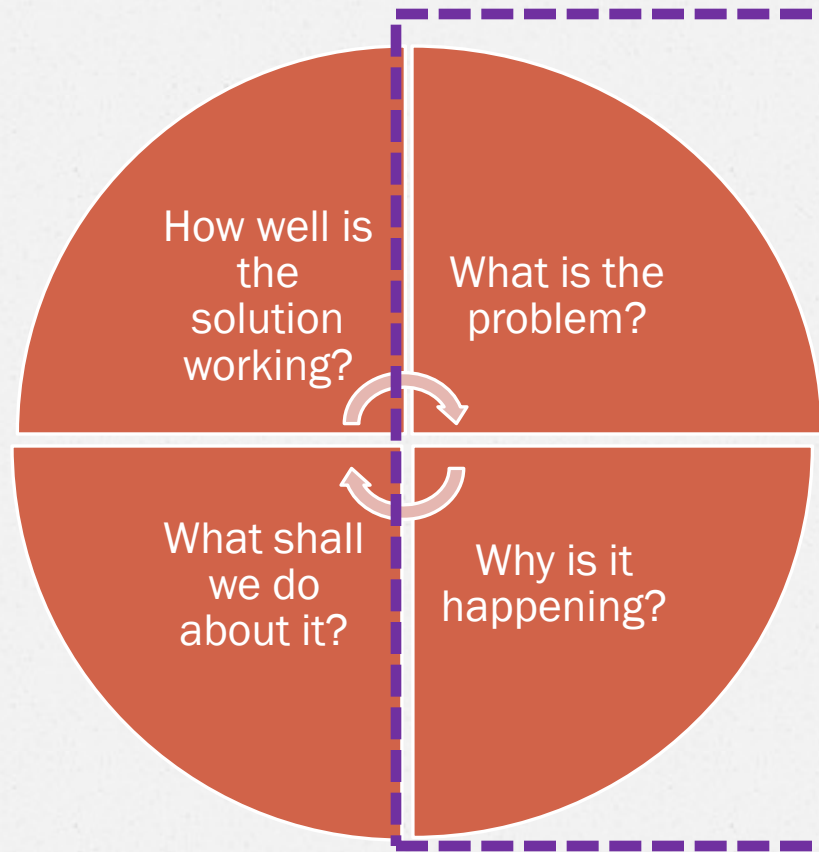
The Basics of RDA

O RDA begins with a premise—the <u>results</u> we want to achieve need to drive the <u>actions</u> we take.

O Arizona needs to ask:

   O What **improved results** for children with disabilities do we want to achieve?

   O What **actions** must we take to achieve those results?

O The answers to these questions become our State Systemic Improvement Plan (SSIP)
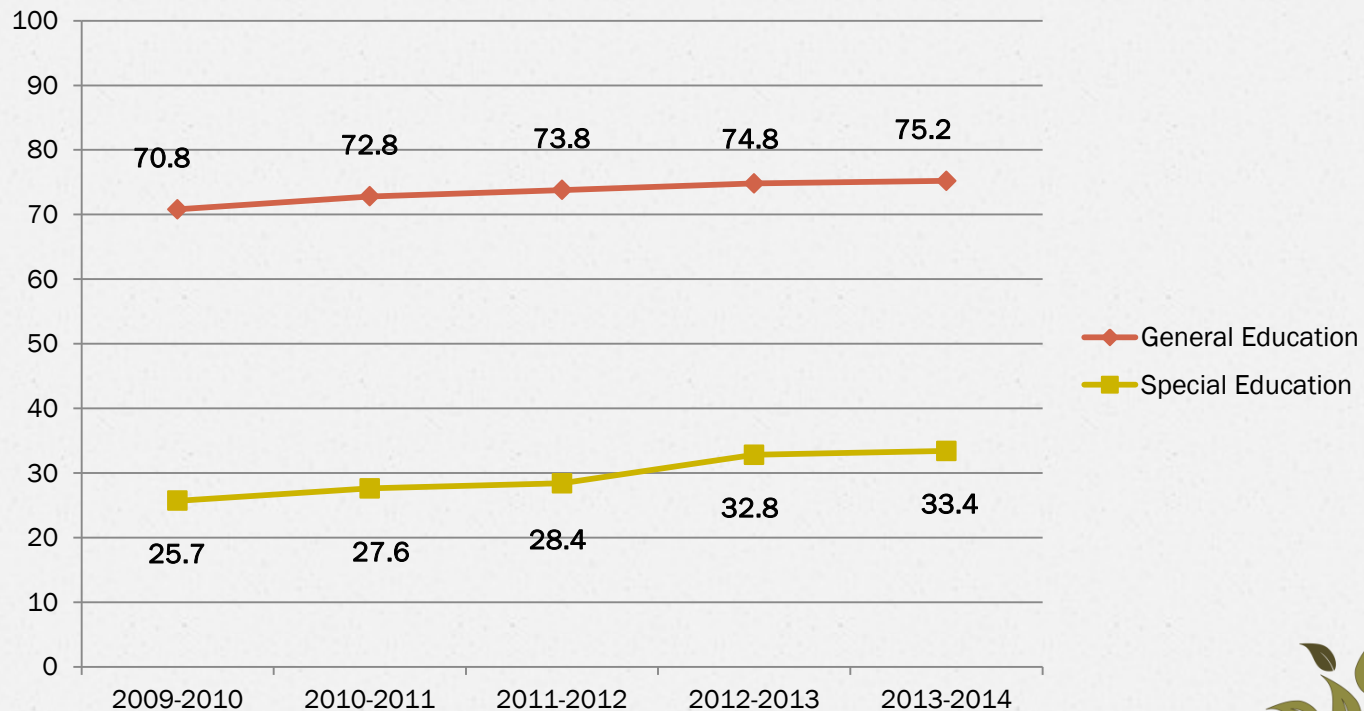
SSIP Basic Framework

Arizona's Data Reality

O 38% of students with a disability do not graduate from high school

O 28% of students with a disability drop out of high school

O 66% of students with a disability do not meet the standards

Arizona's Assessment Data

Overall Proficiency

Line chart showing Overall Proficiency from 2009-2010 through 2013-2014.

General Education: 70.8, 72.8, 73.8, 74.8, 75.2

Special Education: 25.7, 27.6, 28.4, 32.8, 33.4

2013 –2014 Student Count by Disability Category

Speech Language Impairment

24,446 = 19%

Specific Learning Disability

52,551 = 41%
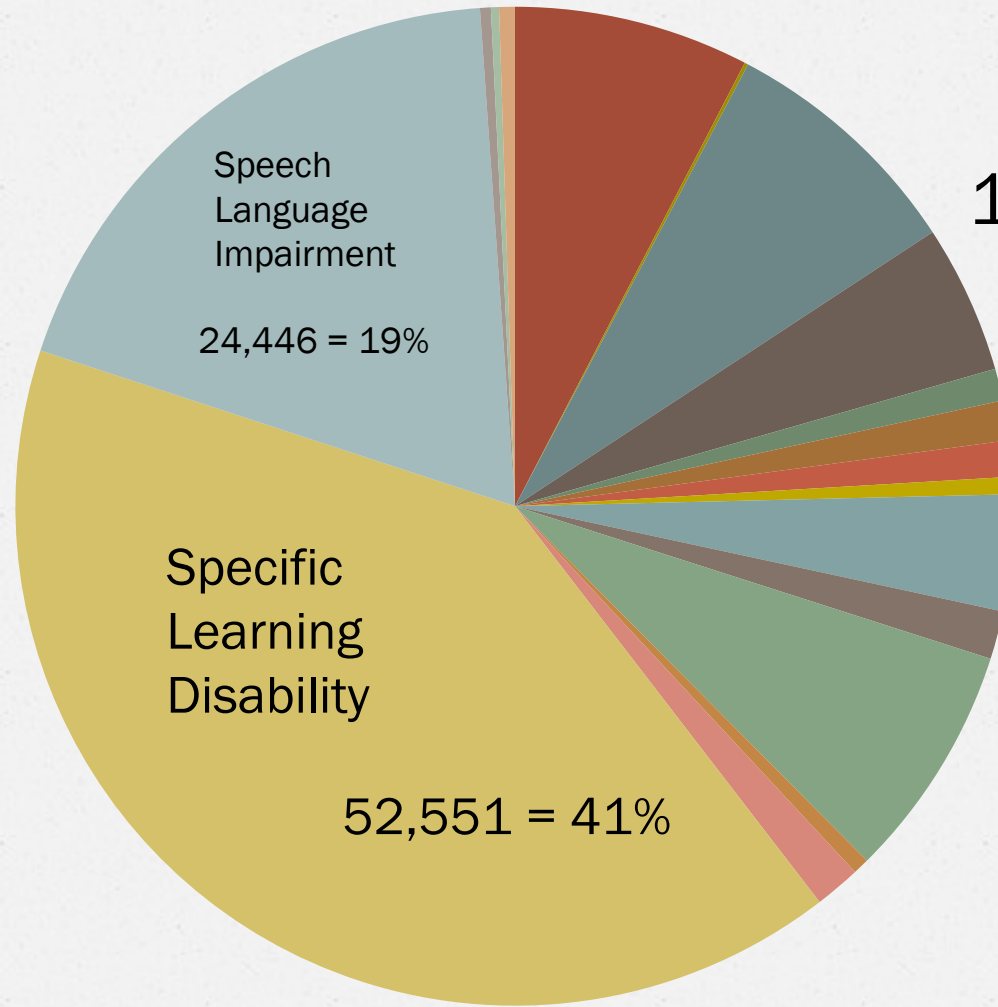
Total 129,801

Arizona's Data Summary 2013 – 2014

O Of the students with disabilities grades 3 – 12 who took AIMS Reading:

  O 72% of the students with a specific learning disability are not proficient in reading

  O 32% of the students with a speech language impairment are not proficient in reading

National Comparison
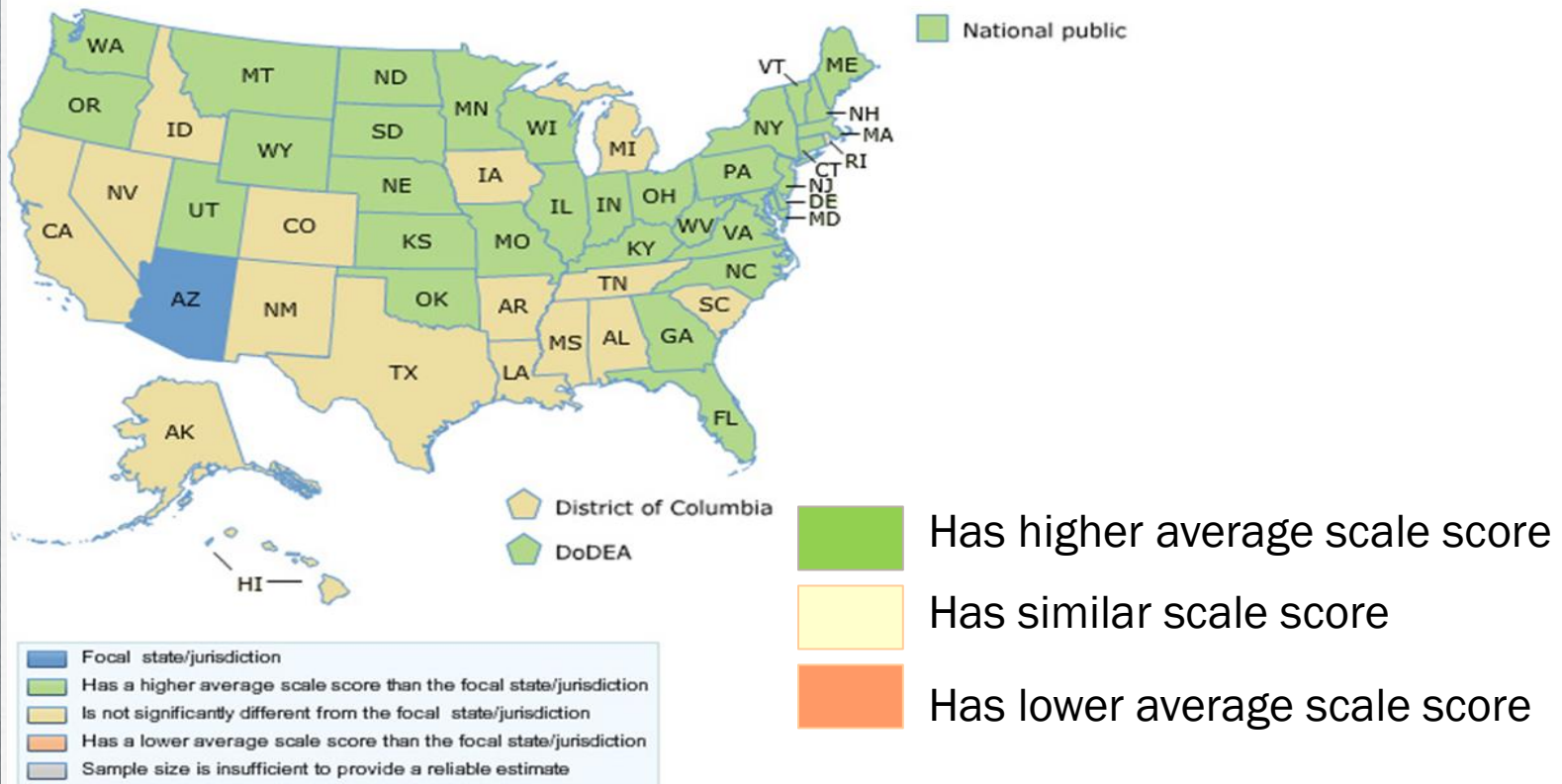## The National Assessment of Educational Progress (NAEP)

O Provides a common measure of student achievement across the country

O Scores are used by the Office of Special Education programs for RDA

Reading, grade 4
Difference in average scale scores between jurisdictions, for disability status of student, excluding those with 504 plan [IEP2009] = SD 2013

National public

Focal state/jurisdiction
Has a higher average scale score than the focal state/jurisdiction
Is not significantly different from the focal state/jurisdiction
Has a lower average scale score than the focal state/jurisdiction
Sample size is insufficient to provide a reliable estimate

Has higher average scale score

Has similar scale score

Has lower average scale score

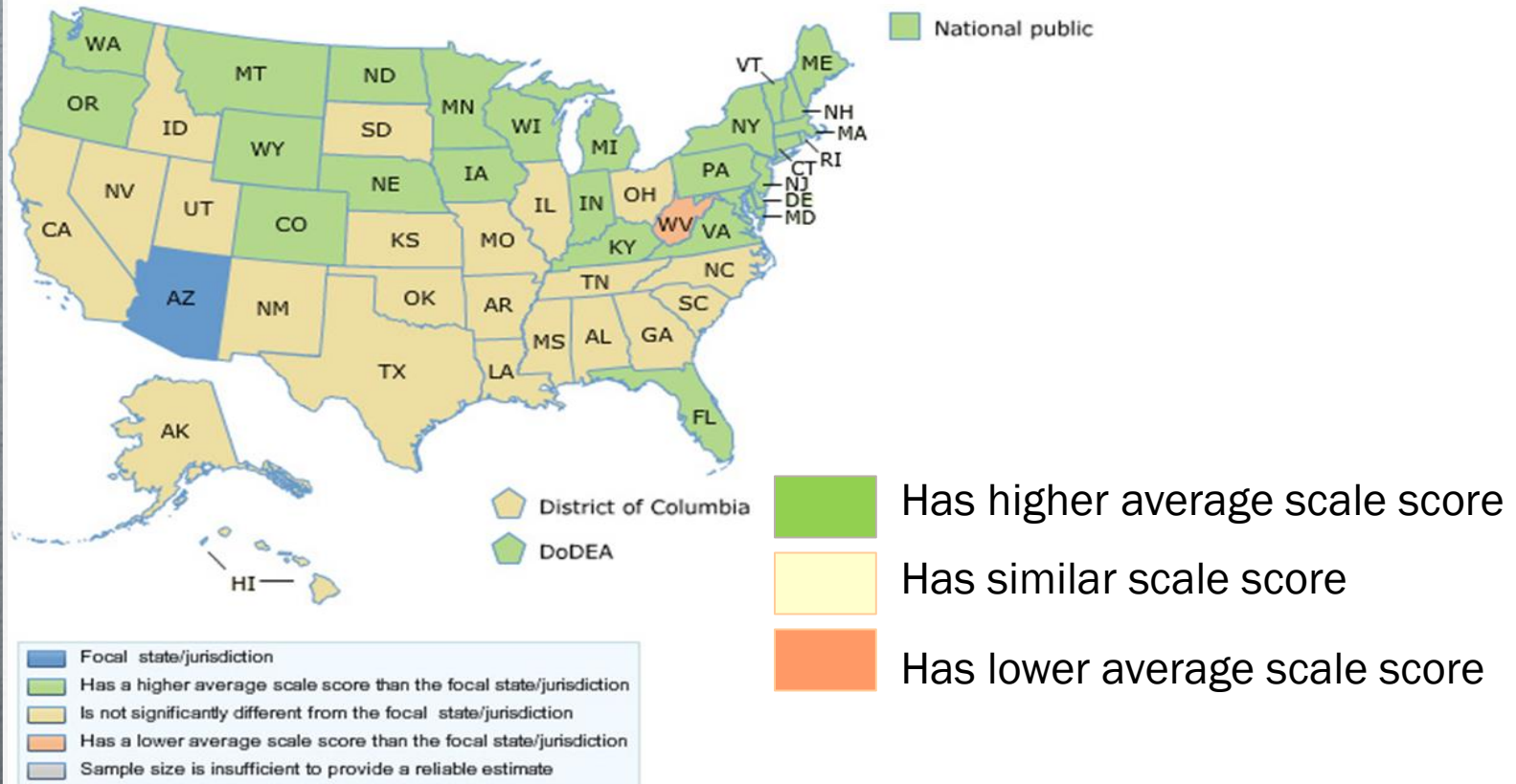NOTE: DoDEA=Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

Reading, grade 8
Difference in average scale scores between jurisdictions, for disability status of student, excluding those with 504 plan [IEP2009] = SD
2013

National public

Has higher average scale score

Has similar scale score

Has lower average scale score

District of Columbia

DoDEA

Focal state/jurisdiction
Has a higher average scale score than the focal state/jurisdiction
Is not significantly different from the focal state/jurisdiction
Has a lower average scale score than the focal state/jurisdiction
Sample size is insufficient to provide a reliable estimate

NOTE: DoDEA=Department of Defense Education Activity (overseas and domestic schools).
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2013 Reading Assessment.

State Identified Measurable Result SIMR

O A goal created by the State to measure student results

Arizona's SIMR:

Improve student outcomes in reading for students with disabilities

ESS

Focus Group Question

O As we move forward with the State Identified Measurable Result (SIMR), what will the state need to consider?

SIMR = Improve student outcomes in reading for students with disabilities.

Is anyone doing well?

O Exceptional Student Services (ESS) examined three years of state testing data to identify districts and charters that demonstrated continual academic successes for students with disabilities

O ESS directors visited those districts and charters to gather additional data about student performance

Arizona Assessment Data Overall Proficiency
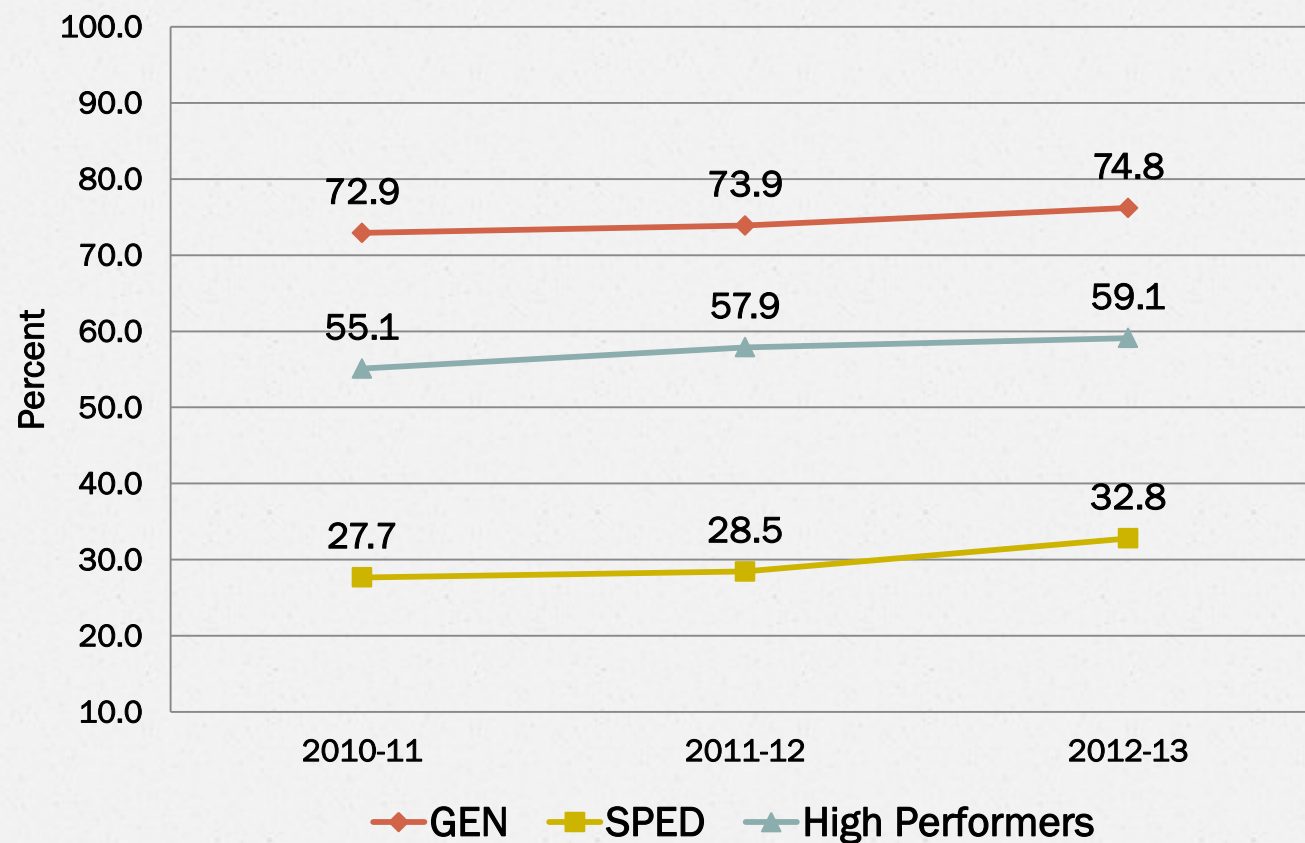
Top Six Trends

1. School culture is one of high expectations for <u>ALL</u> students; student-first mentality.

2. Highly effective teaching strategies are utilized in the general education classroom.

3. Data is collected often and drives decision making.

4. Students are provided with reteach and enrichment activities based upon analysis of data.

5. Students with disabilities receive core instruction in the general education classroom.

6. Effective leadership.

Examining How We Work

ESS Reality

Prior to RDA	Future with RDA
Compliance only focus	Balanced focus of compliance and results
Viewed as punitive by LEAs	Supportive/collaborative relationship with LEAs
Heavy emphasis on support for meeting compliance	Emphasis on supports for building the LEA's capacity to improve student outcomes
ADE units working in isolation	ADE Units work collaboratively to reduce the burden on LEAs

ESS Mission and Vision

O Mission – is to provide high quality service that builds capacity to improve outcomes for all students.

O Vision – all students, including students with a disability, are well prepared for the next step, whether that is college, technical/trade school, career, job, or other means of engagement.

Focus Group Questions

O What assistance and supports would you need in order to achieve our SIMR?

SIMR = Improve student outcomes in reading for students with disabilities.

Focus Group Questions

O How can ADE/ESS build the capacity of all LEAs to implement the six system trends?

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THANK YOU!

To provide additional feedback or receive updates, visit
http://www.azed.gov/special-education/ssip/
or
Email: SSIPinbox@azed.gov

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